

101-12

Fall 2015-16

First Year Seminar: Hurricane Katrina

Section 42: MWF 1:00 -1:50pm CCC 224
Office Hours: Monday 3-4pm, Wed 2-3pm, Friday 2-3pm
(or by appointment)

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Simply called “the storm,” Hurricane Katrina hit the Gulf Coast in August 2005, and nothing again was ever the same. Levees broke, homes flooded, and people suffered. That it was a disaster was clear, but the lessons it offered about social justice, the environment, and the role of government are less easily grasped. To understand what “the storm” might teach us, students in this course will study how our country addresses its most important problems. Our big question will be this one:

Why does Hurricane Katrina still matter?



As you know, there are other FYS courses that treat other topics. If you are guessing, therefore, that the point of these courses is not so much the exact topic, but something else, then you are right. First Year Seminar courses are meant to create a particular habit of mind: the conscious reflection of how college learning happens.

To that end, this course will at times feel like the study of college, although to be sure it will at other times feel like the study of Hurricane Katrina.

Learning Outcomes After taking this course, students will be able to:

- *Describe the importance of critical thinking and information literacy and apply the associated skills.*
- *Describe the importance of a liberal education and the ways in which academic study is structured at UWSP.*
- *Develop a plan that demonstrates their responsibility for their own education.*

Enduring Understanding

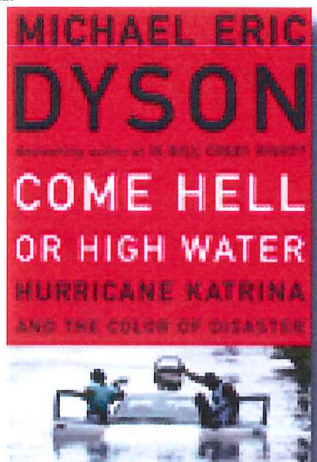
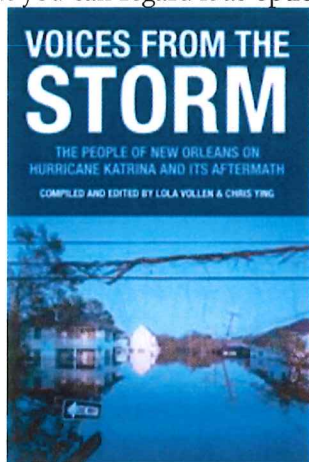
- A college education can help you become a more engaged and responsible citizen.



Michael Macor / The Chronicle

Required Materials: For this course, you need access to D2L and the two books listed below, which are available as “purchase” books at the university bookstore (not as “text rentals”). Note: *The Fight for Home* is listed as required at the bookstore, but you can regard it as optional.

Lola Vollen and Chris Ying, *Voices from the Storm: The People of New Orleans on Hurricane Katrina and Its Aftermath* (McSweeney’s, 2008). Any edition you find is fine.



Michael Eric Dyson, *Come Hell or High Water: Hurricane Katrina and the Color of Disaster* (Basic Books, 2005). Any edition you find is fine.

Assignments:

- Daily Writing
- Education for Democracy Quiz I and II
- Obligations of Citizenship Quiz
- Chronology Quiz
- Map Quiz
- My Education Essay

Daily Writing: Nearly every day, there will be a short writing due based on the day’s assigned reading. I will announce the assignment details in the course meeting beforehand. These writings must be turned in as a hard copy on the day they are due.

Education for Democracy Quiz I and II: These will focus on readings about the goals and dilemmas of a college education.

Obligations of Citizenship Quiz: This quiz will draw from our readings about race and the storm and build upon what we have learned about the goals of education.

Chronology Quiz: A collaborative effort for the class, this exercise will nail down a timeline of events.

Map Quiz: Similar to the above in its collaborative nature, this quiz and its preparation will solidify our understanding of the storm’s geography.

My Education Essay: Students will explain how study of Katrina clarified their academic interests.

Grades: Daily Writings (30 points) + Education for Democracy Quiz I (10 points) + Chronology Quiz (10 points) + Obligations of Citizenship Quiz (10 points) + Education for Democracy Quiz II (10 points) + Map Quiz (10 points) + My Education Essay (20 points) = 100 points

Some wonderful tips for exam studying are available at UWSP's Learning and Tutoring Center <http://www.uwsp.edu/tlc/> and online via the University of North Carolina <http://www.unc.edu/depts/wcweb/handouts/essay-exams.html>

For notetaking, consider using the Cornell Method:
<http://coe.jmu.edu/learningtoolbox/cornellnotes.html>

Life Happens: I understand that life might make it difficult to complete some assignments, attend class, or simply to do well. I do my best to be flexible because I know those circumstances are out of your control and my control. I'm on your team. I also know that some real learning has to take place in this class. You will have more opportunity in life if you understand history, read critically, and write well. This class has to be one of your priorities. I do my best to be flexible, but I have to adhere to some standards. If something comes up, let's talk.

Office Hours: *You are welcome to visit me in my office.* I set aside office hours so that I have the chance to talk with students one-on-one. During that time (Monday 3-4pm, Wednesday 2-3pm, Friday 2-3pm) I do not have any other commitments. My only commitment is to speak with my students.

To visit me during office hours you *do not need an appointment*. We can chat about anything going on in the course, from content to class dynamics. Office hours are an especially good time to check in if you missed class. (Office hours are not in any way, shape, or form akin to a visit to the principal's office in high school!) If you have class or work during my office hours, I am happy to make an appointment so that we can still speak. Just email me.

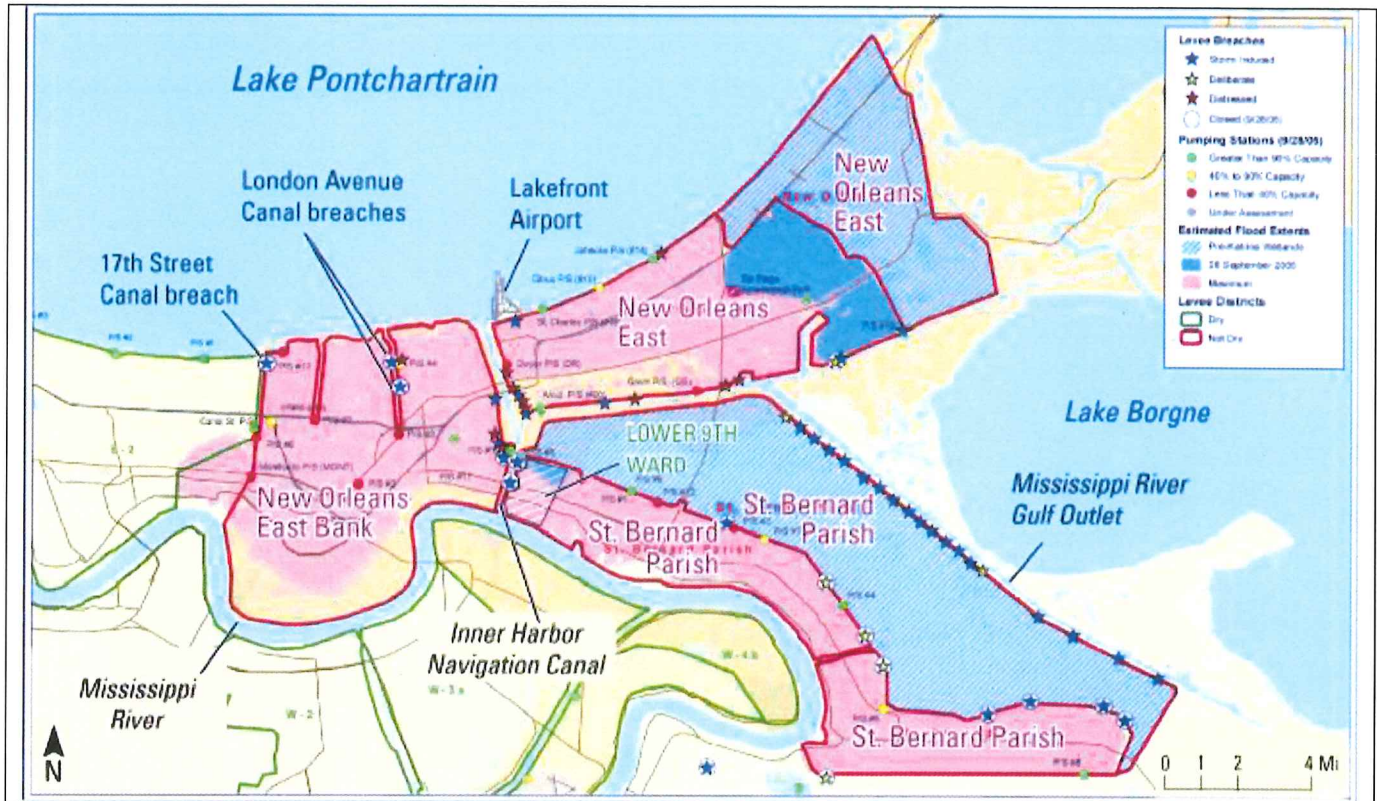
Course Policies: During the class, **laptops, cell phones and other electronic devices are prohibited**. If you are a parent or are otherwise obligated to be available to your family via cell phone, then please discuss that situation with me, so I know that you have a good reason for keeping your phone turned on.

The prohibition of electronics also extends to laptop computers (unless approved by the Disability Services Office).

For information on plagiarism, consult <http://www.uwsp.edu/centers/rights>. See Chapter 14, *Student Academic Standards and Disciplinary Procedures*, pages 5 -10, for the disciplinary possibilities if you are caught cheating. As an instructor deeply concerned with fairness in the classroom, I pursue each and every case of plagiarism and cheating. Please note that turnitin.com is used for the essay assignments.

Equity of Educational Access: If you have a learning or physical challenge which requires classroom accommodation, please contact the UWSP Disability Services office with your documentation as early as possible in the semester. They will then notify me, in a confidential memo, of the accommodations that will facilitate your success in the course. Disability Services Office, 103 Student Services Center, Voice: (715) 346-3365, TTY: (715) 346-3362, <http://www.uwsp.edu/special/disability/studentinfo.htm>.

Note: The syllabus is a general plan for the course. Deviations announced in class may be necessary.



Schedule:

	Monday	Wednesday	Friday
Introduction: Education for Democracy			
Week 1 9/2-4		Introduction <i>daily writing</i>	Cronon, "Only Connect" AACU "What Is a Liberal Education?" <i>daily writing</i>
Week 2 9/7-11	Brookfield and Preskill, "Discussion in a Democratic Society" <i>daily writing</i>	Edmundson, "Who Are You?" <i>daily writing</i>	Education for Democracy Quiz I
Creating a Learning Community			
Week 3 9/14-18	Student Research ALA "Information Literacy" <i>daily writing</i>	Student Research <i>daily writing</i>	Student Research <i>daily writing</i>
Week 4 9/21-25	Student Research <i>daily writing</i>	Student Research <i>daily writing</i>	Chronology Quiz
The Obligations of Citizenship: Listening			
Week 5 9/28-10/2	<i>Voices from the Storm</i> <i>daily writing</i>	<i>Voices from the Storm</i> <i>daily writing</i>	<i>Voices from the Storm</i> <i>daily writing</i>
The Obligations of Citizenship: Studying Race			
Week 6 10/5-9	Nussbaum "Education" AACU, "The Civic Reason" <i>daily writing</i>	<i>Come Hell or High Water</i> <i>daily writing</i>	<i>Come Hell or High Water</i> <i>daily writing</i>

Week 7 10/12-16	<i>Come Hell or High Water</i> <i>daily writing</i>	<i>Come Hell or High Water</i> <i>daily writing</i>	<i>Come Hell or High Water</i> <i>daily writing</i>
Week 8 10/19-23	Documentary	Documentary Discussion <i>daily writing</i>	Obligations of Citizenship Quiz
Planning Your Education			
Week 9 10/26-30	Degree Progress Report	Nathan, "Academically Speaking" Menand, "General Education" <i>daily writing</i>	Menand, "Live and Learn: Why We Have College" Education for Democracy Quiz II
The Obligations of Citizenship: Understanding Place			
Week 10 11/2-11/6	Perry-Castaneda Collection <i>daily writing</i>	Campanella, "Delta Urbanism" <i>daily writing</i>	Campanella, "Delta Urbanism" <i>daily writing</i>
Week 11 11/9-13	Rich, "Most Ambitious Environmental Lawsuit" <i>daily writing</i>	Student Research <i>daily writing</i>	Campanella, "Ethnic Geography" <i>daily writing</i>
Week 12 11/16-20	Tang, "A Gulf Unites Us" <i>daily writing</i>	Tang, "A Gulf Unites Us" <i>daily writing</i>	TBA
Week 13 11/23-25	Map Quiz	TBA	Thanksgiving
Lifelong Learning			
Week 14 11/30-12/4	Deresiewicz "How College Lost Its Soul" Klein, "Disaster Capitalism" <i>daily writing</i>	My Education Essay Discussion	TBA
Week 15 12/7-11	Student Presentations	Student Presentations	Student Presentations
Week 16 12/14	Writing Help		
Final Exam Week	My Education Essay Due Wednesday 10:15-12:15 Final Exam 231 CCC		

